

BASSINGBOURN VILLAGE COLLEGE

Minutes of the Local Governing Body meeting held on 26th January 2023

Present:

Will Clayton (WC) – LGB Chair	Vickey Poulter (VP)
Sarah Anderson (SA)	Mike Urquhart (MU)
Nik Cunniffe (NC)	Laura Sims (LS)
Alison Maley (AM)	Jo Lambert (JL)
Charlotte Fernandes (CF)	Liz Lock (LL)

Chair of Meeting: Will Clayton
Also in attendance: Jeremy Brock (JB), Vanessa Larkins (VL) (Associate Members)
 Philip Church (PCH) – Associate Principal (Pupil Premium responsibility)
Minutes: Sue Smith (SS)

	ACTION
<p>1. Apologies</p> <p>There were no apologies</p>	
<p>2. Introductions</p> <p>Joanne Lambert (JL) and Liz Lock (LL) were welcomed to the governing body in their capacity as newly elected staff and parent governors (respectively)</p>	
<p>3. Declaration of Interests</p> <p>There were no declarations of interest.</p>	
<p>4. Minutes of last meeting and matters arising</p> <p>The minutes of the meeting held on 24th November 2022 were agreed and are an accurate account.</p> <p>Matters arising:</p> <ul style="list-style-type: none"> Staff and parent governor elections have now been completed. Laura Sims has moved to Trustee nominated governor. WC confirmed that the student body who attended the previous meeting had been written to and informed of the discussion had by the governing body. The pupil premium section of the website had been updated, and Phil Church is in attendance to further update the governing body on the pupil premium strategy. The risk register has been amended Rolling action : VP advised the LGB that the school's funding has improved as the Autumn statement indicates that there will be an additional £57K which will go towards the recent staff increments, SEND funding is more than anticipated, and we will also receive funding from the Trust for Green projects/energy efficiently projects to fund the biomass repairs, therefore the budget is in a much more healthier position that first anticipated. 	
<p>5. Pupil Premium further update report (presented by Philip Church)</p>	

The Pupil Premium strategy document was circulated with the agenda. Questions were submitted beforehand in order for answers to be prepared prior to the meeting (attached at the bottom of these minutes) PCH advised the LGB that there was a whole school strategy in place which did not just focus on pupil premium students following the EEF (Education Endowment Foundation) guidance. This focuses on high quality teaching, targeted academic support and wider strategies like professional development.

PCH walked the governors through the answers to the questions asked and advised that raising attendance for PP students was an area for focus as this is currently low across all schools, not just BVC, especially since the pandemic. Parental contact will be made over the next half term in an endeavour to raise attendance.

Governors discussed the chart within the answer sheet which indicates the impact outliers have who are educated offsite using the ALVIN platform. VL explained that there were 7 places available to students at BVC. In order for students to be able to access this platform, there would need to be concrete evidence as to why the student couldn't come into school and that ALVIN was not an alternative to coming into school.

Whilst PCH agreed that there was still more to be done regarding student voice for PP students and their involvement in school life, he did feel that this had improved although a further survey would need to be done to evidence this. VP advised that the PP Strategy document is now a 3 year strategy from September 2022 and as we are at the end of year 1, a lot of the student voice or school activities can't be compared to previous years. This 3 year strategy is now research informed based on the EEF document.

Governors were also informed that there is some extra funding available in the school fund account that will be utilised to subsidise trips for PP students.

Risk Register: No changes to be made

6. Accessibility Plan

This was shared with governors prior to the meeting. VP advised governors that this fits with the School Improvement plan, especially around access to the building and curriculum.

CF to review the plan when in school for her link governor visit (SEND)

Policy ratified and placed on website

7. ISDR (Ofsted Inspection Dashboard)

The ISDR had been shared with governors prior to the meeting. VP explained that the information was already known by the school, and it was a very positive report. Ofsted would look at this report alongside the information stored on the school's website. Governors questioned why the grant funding was less than the national average. VP advised that the school is small and funding for Cambridgeshire schools is lower than, say, Hertfordshire, who have higher per pupil funding. This was raised recently with Anthony Browne MP when he came for a visit of the school. Governors were reminded that this is a very important document and that this could be the focus for the lines of enquiry that Ofsted would ask, alongside the information on the website.

Governors questioned the staff absence figure which is noted as being above national figures within the report for 2018/19 and 2020/21. VP confirmed that the sickness absence policy is being followed and that sickness absence meetings were taking place with staff when a trigger is met.

A discussion took place regarding attainment and progress as detailed in the report, and it was noted that whilst students are given advice and guidance when making their choices, they do not need to take particular subject choices i.e. a language. Maths and Science value added figures are in line with national, and having been identified as an area for improvement by the Leadership Team already, this is a focus within school.

Risk Register: No changes to be made

(PCH left)

8. School Improvement plan – summary and Term 2 operational plan

The SIP and summary document was previously circulated showing the three strands of the Improvement Plan as discussed at the strategy meeting in July 2022. The operational plan for this term is Inclusive Curriculum, but this also sits alongside the Inclusive Behaviour plan.

Q: Can we have a quick summary of the Inclusive Behaviour plan as we are now moving to Inclusive Curriculum? A: The new Behaviour Policy has been launched and is up and running. We have needed to review the policy and gather feedback from staff. Bespoke plans have been put in place for a small number of students, and these are showing an impact. The Behaviour Policy is a long term measure and was only launched in September 2022.

Risk Register: No changes to be made

9. KPI report for the autumn term

This report sums up the school improvement activities for the autumn term, along with behaviour and attendance data.

Questions had been submitted beforehand.

Q: Why behaviour figures are higher for T2? Agreed they looked high and thought that during T1 the new system wasn't being used properly and incidents weren't always being recorded. In the second half term, there was a staff meeting to reiterate the system hence the figures are higher in T2. Compared to this time last year, figures are lower.

Q: What support are you getting from the trust? We are receiving lot of support for SEND and Safeguarding from the Trust SEND director, as both the DSL and SENDCo are new to their roles. Mentoring and practical support is being given which has been very beneficial and helpful. It was noted that safeguarding concerns reported are still increasing.

Attendance for the autumn term is better than last year, and better than national.

Risk Register: No changes to be made

10. Curriculum Blueprint

VP spoke to governors about the background to the 4 Blueprints that have been developed by the Trust for schools to use for Curriculum, Safeguarding, Inclusion, People Culture and Wellbeing. There is a very broad but aspirational set of statements that the schools in the Trust need to rank themselves against. Evidence will need to be gathered from information walks, student voice, quality assurance, observations and peer reviews.

Q: There does seem to be a lot of buzz words for instance “increasing students’ spirituality and aspiration” which is impossible to measure.

A: There are some elements that we won't be able to measure, and we can feed this back to the Trust within these Minutes.

WC agreed but said that there is a lot of potential for these Blueprints to be more useful as a self-analysis tool than the Risk Register but highlighted the duplication of work with these two documents. This will be fed back to the Academy Forum meeting.

This will provide a good discussion and structure to the Link Governor meetings.

Discussion regarding the current ranking for RR number 8 (staffing) to see whether it should be raised from low. It was agreed that this should remain as it is.

Risk Register: No changes to be made

Discussion regarding the current ranking for RR safeguarding concerns and the leadership time and capacity that might be affected due to these increasing. OP9 was moved to Medium at the last meeting due to this, so no further change is needed.

11. Staffing Update

<p>VP presented a verbal staffing update including absences and vacancies. She advised governors that getting day to day supply to cover absent teachers is still very difficult.</p> <p>Risk Register: No changes to be made</p>	
<p>12. AOB</p> <p>WC reminded governors to book their Link Governor visits, and to book and record training. This can be done via Connect, the Key, or NGA.</p>	

Meeting closed at 8.40pm
Next meeting: 16.03.23 6pm

Chair
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Action Log			
ITEM	ACTION	DEADLINE	RESPONSIBILITY
5	PCH to circulate the EEF document		PCH
6	CF to review the Accessibility Plan when in for Link governor meeting.	End of term	CF
	Place on website	27.01.23	SS
	Link Governor meetings	31.03.23	All
	Safeguarding Link governor meeting (MU/LL)	Scheduled 10.02.23	
	Inclusive Leadership (WC/SA)	Scheduled for 02.03.23	
	PP/SEND link governor meeting (CF)		
	Finance (SA)		
	Health & Safety (CW)		
	Inclusive Curriculum (NC/AM)		
	Inclusive Behaviour (LS/CF or MU)		

Rolling Action Log			
ACTION	DEADLINE	RESPONSIBILITY	UPDATE
Note on RR – OB6 watch for costs not budgeted for		VP	Is this still needed?

Pupil Premium Questions

26.01.2023

Page 2 - Challenges - lot of the challenges are "evidence based" which is great. For challenge 1 and raising pupils' aspirations for post 16 study, I wondered in what ways they might need raising? Are they noticeably "low" currently?

This strategy is more about having a checking system in place that ensures pupil premium students have the right information and support when applying for post-16 study. The EEF highlights that pupil premium students will likely have less support at home when making these decisions which, when combined with an average lower attendance than other students, means that we should be proactive in supporting them in their applications.

Page 3 - Challenge 7 on metacognition and ensure PP students have equal access to revision resources and taught skills to revise. Don't they already have equal access and if not then what is the barrier?

This challenge is based on evidence from the pupil premium study by the EEF which has referenced over 50 studies that show how effective metacognition work and teaching revision strategies across the whole school has a greater impact on pupil premium students than non-pupil premium students as they, on the whole, might not have access to the same level of support at home.

Challenge 8 - general well-being. Post pandemic significant number of PP students sought support for well-being in school. Sounds positive that PP students recognise they need help so what's the challenge - having the resource available to support, the potential root causes, other...?

The level of pupil premium students seeking support at the Hive has risen dramatically since covid. The key reasons for this is anxiety over a whole range of issues around home and school life. There is a register on comms log that records the issues raised by students and covers everything from friendship issues to anxiety over certain lessons.

Page 4 - Intended outcomes table:

Challenge 3 - What percentage of the follow up calls were met? If not 100% is there still a potential gap?

This is 100% effective. Parents are happy to receive a follow up call. We have a new idea for a year 7 parent who cannot attend the next parent evening which is to create a short video of comments from staff.

Challenge 4 - is there evidence of closing the gap for disadvantaged students?

Not currently and this needs addressing as we move to a new system for measuring reading ages with GL assessment.

Challenge 5 - Looks good but who sets the 90% aspiration and was this intended to "exclude" those with off-site provision? Any more work / focus needed here or is it a continuum?

The below 90% is to highlight the challenge that PP attendance is currently consistently below 90% when pre-covid it was closer to 92-93%. This is an area of focus for this year with some new strategies being designed to look at trends in attendance to see if we can be more pro-active.

Challenge 6 - Key objective is closing a gap. Is reviewing progress for students at 11DP2 soon enough to know that the strategy is making a difference.

There is also the analysis of the January exam results. The plan is to have 1:1 feedback sessions on their English and maths exam papers for all year 11 pupil premium students.

Challenge 7 - Is there a check step that PP students are trying out a revision strategy?

I can define this more specifically with follow up questions in the next survey.

Challenge 8 - Is there no progress in 8? How many students requested help versus how many have been provided help? Any additional resources needed to cater for demand?

Hopefully this is answered in reference to the comms log and YMCA register. I will summarise this data into the main report.

Page 9 - Pupil Premium outcomes: Message that as student being evaluated off-site this helped to push results down. Assuming the student didn't do as well as perhaps expected, are there any learnings / interventions that could have helped or indeed might help for future instances of off-site provision?

Students who are educated off-site are educated using Alvin which is an online platform that follows the exam specification. It is set up as a proper lesson - students can interact with the teacher and the other students. It also asks students questions about their well-being to confirm they are safe.

Page 11 - Progress follow up calls. How effective is sending PP feedback via e-mail to a potentially disengaged parent(s)? I wonder if "received" feedback in this case might be better described as "provided" feedback?

Emails are only sent with feedback if it has been arranged by a phone call first. I would say that currently parents are far more positive about receiving feedback from the school and I have not spoken to any in the last 4-5 years who have not appreciated the phone call or been keen to have receive feedback.

Page 13 - Resources for PP students. I wondered if an up-dated "action and strategy" position is needed given we are some way past lock-down? Suggest move what is captured for the impact statement to "action and strategy" then consider what the impact of this might be.

Changed this on the original document and will look for impacts.

P3. Challenge 1. Implicit that high ability PP students going to "inappropriately aspirational" post 16 destinations; could you tell us more about this?

Please see response to question 1 above which hopefully addresses this.

P6-8. Is there any way of estimating what fraction of the PP budget is directly benefitting PP students? Is that important? Certainly, at the moment the focus on "whole school strategies" particularly in the "Teaching"/"Targeted academic support" sections risks an accusation by others that funds "meant" for PP students are diluted by being spent on all pupils

Although the majority of funding goes into whole school spending, this is in-line with government pupil premium guidance that states: 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged children. Using pupil premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the pupil premium.'

P6-8. The amount accounted for (85K) does not tally with the total budget on the first page (87+20=107K)

The 20,000 is additional funding that came in that we need to decide how best to use. One suggested idea is to support aspirational trips and visits.

P6-8. Is an interesting summary of the table a rough and ready estimate of how "actively" each challenge is being targeted. Although it is obviously overly reductionist, does the below suggest

Challenges 1-3 are not getting sufficient attention (all I did was to retabulate the tables inserting an x each time a challenge is given in the right-hand column)?

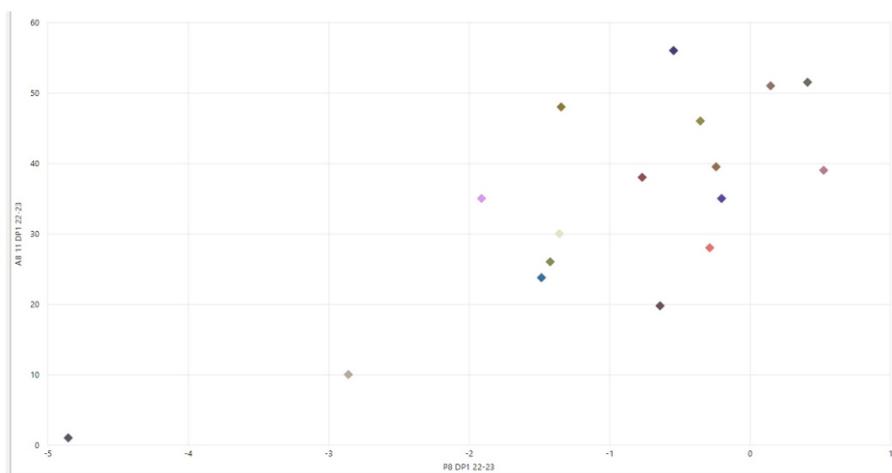
	Challenge							
	1	2	3	4	5	6	7	8
Teaching (45K)				xx	x	xxx	xx	x
Acad supp (15K)				x		x	x	
Wider (43K)	xx	x	x	x	xx	x	x	xxx

P9. I suppose TG is targeted grade; a missing statistic from this presentation of these data is what the Targeted P8 was for PP pupils (in the sense of “what would P8 for PP students be if all precisely achieved their targets”). Is this available?

Yes, TG is target grade. This is something we look at when we set targets to ensure they are appropriate for PP students. Because we target using the flight path, the P8 for pupil premium would always be 0 or slightly positive if all students met their targets.

P9. As a statistical approach, simply deleting the off-site child from the figures is wrong. If all schools across the country were allowed to delete their “worst performing” child from their figures, the comparator of -0.55 would change, perhaps by quite a lot (since in many schools the sample size of PP students will be quite small, meaning this sort of targeted massaging will have a similarly positive effect on their figures, too). A much better – and statistically valid – approach would be to bootstrap (resample) and find a confidence interval on the numbers, to see if the presence of this single child in the BVC small sample means -0.55 is within it. Given the numbers of PP pupils in last year's Year 11 would, I suppose, be around 15-20, I'd guess this would allow the same end conclusion (i.e., BVC is not out of line with the average across the country) but not risk accusations of misuse of data

I would need some help to find the confident interval as it's not something I've done before, but here is an illustration of data point 1 for the current year 11 with names removed that highlights the impact of outliers who are educated off-site.



Learner ID	A8 11 DP1 22-23	P8 DP1 22-23
633472	39.00	0.53
633436	51.50	0.41
633945	51.00	0.15
633457	17.50	
633473	27.00	
633487	35.00	-0.20
633360	39.50	-0.24
633340	28.00	-0.28
633452	46.00	-0.35
633378	56.00	-0.54
633488	19.75	-0.64
633422	38.00	-0.77
633389	48.00	-1.34
633431	30.00	-1.36
633948	26.00	-1.42
633461	23.75	-1.48
633438	35.00	-1.91
633357	10.00	-2.86
633454	1.00	-4.85

P13. Engagement in school life headline figure of 54.21% might or might not be positive; don't we need comparator to understand?

I intend to use this figure to compare to a survey conducted this February/March that should highlight progress in this area as I believe that there are now more PP students engaged in extra-curricular activities and represented as subject ambassadors/captains.

P14. The impact of "Use of YMCA" is that 8 PP students are using it. With 18.03% of 672 students being PP, this is around 6.6% of PP students. What is the corresponding %age for non-PP students?

Update to the above figure. Currently, there are 10 students who are receiving help from the YMCA. This is on a rotational basis depending on need and there is a reserve list as well. 50% currently meeting with the YMCA are pupil premium with 3 more on the reserve list.

P15. Same comment for music lessons; is 10% bigger or smaller than in the general population?

Checking the number of pp vs non-pp with Mr Cowlan, 7% of non-pp student have music tuition.

Comments on PP report (unclear to me if this is already submitted somewhere, or still being worked on)

Challenges.

P3. Item 7 “Metacognition”: case not strongly made that this is a particular problem for PP students
Outcomes

Hopefully this is answered above under Mike’s section with my reference to the EEF study.

P4. Challenge 2. Might emphasise the significant increase from 60% to 93% on right hand column?

Good point - I will add this in.

P4. Challenge 4. Final statement in right hand column either incomplete or missing anaphoric reference e.g. “this”? Is there anything to report about reading challenges? In a newsletter I saw an author visited; might this be mentioned?

The author visit did successful include many pp students. Also, we bought them one of the author’s signed books that were distributed last week. I will update this section.

P5. Challenge 5. “Consistently above 90%” is some way away from the “95%” in the aspiration. Even after striking the off-site attenders, 91.9% is still quite low (or perhaps it isn’t; depends on what the headline figure for non PP pupils is, which might be included).

95% would now be very aspirational and might need revising. For example, current PP attendance for the Trust across secondary is at 84.88%.

P5, Challenge 8. Might it be interesting in RHS to quote percentages of PP students requiring well-being support? (with a comparator from non-PP pupils to make sense of it). Certainly it would be good to see some sort of interim “output”, given the way this challenge is “addressed” many of the interventions that come later; there is information in Part C of document that would allow something to be written in here?

I have partly addressed this above with the data from the YMCA meetings. Could be more detail about the number of students accessing support at all levels from the Hive and student support.

Activity

P8 (about parents’ evening) “87% of parents engaged positively with the process” is less positive than the 100% reported in right hand column of challenge 3 on p4

These refer to different things which I need to make clearer. 87% attended the online meetings, 100% engaged with feedback in a different way.

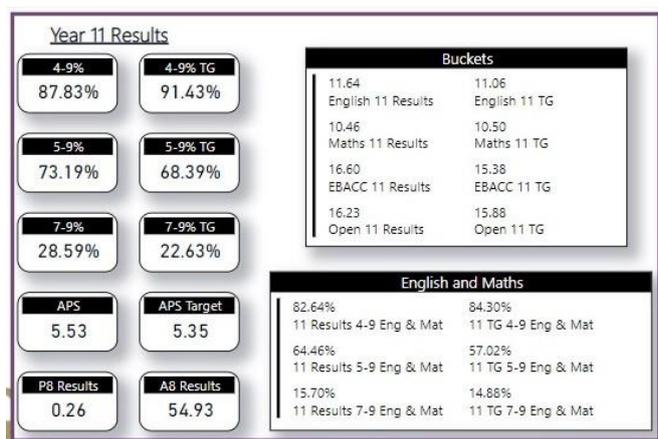
P8. If “historically, all PP students from BVC find appropriate courses”, why is this a challenge at all (or is the idea that historically is in the now pre-pandemic past, and a problem has arisen in the past couple of years?)

Hopefully my answer to the first of Mike’s questions addresses this.

Outcomes

Missing information from the table is the comparison with non-PP students; in a school where the non-PP A8 was 30, these results for PP would be amazing. In somewhere with non-PP A8 of 65, not so much. From data as presented, the reader simply can’t tell

This is the result for non-pp students



Computer numbers are inconsistent in document. For example, on p10 it is 94% and 96%. Earlier on on p4 it is 93%.

These figures are from different studies at different points of the year. I will try to make this clearer.

P10. "year 11" -> "Year 11" I think (I think it is a proper noun when used in this sense)

Corrected

Actions & strategies by challenge

It would be easier to take in table on p10-14 if used the numbers for each challenge

P12. Is "tier 2" a proper noun when used in this context?

Yes, I will capitalise.

P13. Same comment as before about taking out outliers; normally better to bootstrap for CI

P13. "had and impact" is a typo

Corrected.

P13 "heavily effected" is ungrammatical

Corrected

P13 "As ensuring" hard to follow; is it "As we are ensuring"?

Corrected

Regarding challenge 1, it is good to see PP students engaging in trips, is there data to also evidence their engagement in further enrichment activities such as extracurricular clubs which foster high aspirations?

I do have evidence that pupil premium students are taking a more active role in extracurricular clubs including: book club, Dungeons and Dragons, football and basketball. These numbers are quite difficult to collate as we do not have accurate registers for all of the clubs. It will require a

follow up survey to ask more specific questions about which clubs pupil premium students are attending.

Challenge 8, is there any qualitative data from student voice which could further evidence the progress made?

I have been looking at the evidence collated by the Hive into support given to pupil premium students including the YMCA register and the comms log. I will add some evidence into the pupil premium report that shows how pupil premium students benefit from our student support system.